



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Kumeu Childcare

Profile Number: 45595

Location: Kumeu

## 1 ERO’s judgement of Kumeu Childcare is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children’s health and safety

Improvement required

Taking reasonable steps

## 2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

## 3 About the Service

Kumeu Childcare is one of two privately owned and operated services. Children learn and play in three separate learning areas across six rooms. The qualified owner provides governance and is supported by a centre manager who oversees the day-to-day operations of the centre.

The philosophy reflects *Te Whāriki*, the early childhood curriculum, underpinned by Te Tiriti o Waitangi with a Reggio Emilia inspired approach. It focuses on fostering relationships amongst children, teachers, parents, community, and the environment, building on the premise that each child is unique.

## 4 Progress since the previous ERO report

The 2022 ERO Akanuku | Assurance review identified two key next steps. Increasing the visibility of individual children's language, culture and identify within assessment documentation, and to strengthen documentation to better show how individual children's learning, interests, and whānau life contexts are incorporated. Limited progress has been made. Parent feedback is documented as part of children's individual development plans. However, whānau goals for their children are yet to be consistently gathered to inform curriculum planning and build learning focused partnerships for all.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Children lead their own learning, sustaining play in a numeracy and language rich environment.

- Positive relationships are evident between teachers, children and their peers. Teacher's use a range of strategies to respond to children's emotional needs and cues.
- The service is at an early stage of implementing a bicultural curriculum. Some kupu Māori are visible in the learning environment this is yet to be used in the daily conversations with children.
- The service is beginning to reflect aspects of *Te Whāriki* and is documenting some children's developing capabilities and learning outcomes in assessment documentation.

## **Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio**

The service is in the early stages of establishing the conditions to support leaders and teachers to build their professional knowledge.

- A new system is in place to support teachers in their professional growth journey. Constructive feedback is required to support teachers to reflect and examine their practice in relation to outcomes for children.
- Most steps taken towards improvement are based on actions and inputs that are yet to link to measurable indicators of success and identify outcomes for children. The team is building their collaborative ability to undertake evaluation including engagement with parents and research.
- Teachers have access to professional learning and development that builds their professional knowledge and is linked to their learning goals. Continued targeted professional development, will enhance intentional teaching strategies will support improved outcomes for learners.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders demonstrate a commitment to supporting and improving teaching practices by consistently affirming teachers through mentoring relationships.

- Leaders develop and implement systems to support the induction and ongoing training of new staff to guide shared understanding.
- Additional support is in place for children with additional learning and developmental needs, resulting in removing some barriers to their participation.
- Leaders are taking steps to build relational trust to enable collaboration and improvement.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Children's learning and well-being are yet to be consistently considered in resourcing and decision making.

- The development of a strategic plan which considers children's learning and well-being would guide future direction of the service.
- Leaders have developed policies and procedures which are in place to guide practice and aim to promote improvement.
- Leaders aim to implement a curriculum aligned with Te Tiriti o Waitangi to enhance bicultural practice.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Kumeu Childcare completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

## 8 Where to next for improvement?

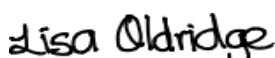
Kumeu Childcare will include the following actions in its quality improvement planning:

- Continue to strengthen bicultural practice and makes it more visible through intentional teaching practices in the daily curriculum.
- Increase visibility of children's individual language culture and identity within the assessment documentation.

### Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[Further information about how ERO evaluates early childhood services is available here.](#)



Lisa Oldridge  
Director of Early Childhood Education (Acting)

27 February 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	80 children, including up to 20 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 14%; NZ European/Pākehā 50%, Indian 27%, South African 5%, Other Ethnicities 4 %
Service roll	44
Review team on site	November 2024
Date of this report	27 February 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, August 2022; Education Review, August 2016

### Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	<b>Below the threshold for quality</b>
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.